

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

<input type="checkbox"/> (Check one)	Department Name	Safety & Security
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Justice & Safety
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	HLS 380
<input type="checkbox"/> Hybrid Course (“S,” “W”)	*Course Title (30 character limit)	Border & Immigration Control
<input type="checkbox"/> New Minor (Part III)	*Program Title	Homeland Security
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	<u>01/21/2014</u>	Council on Academic Affairs	<u>2/20/2014</u>
College Curriculum Committee	<u>02/06/2014</u>	Faculty Senate**	<u>NA</u>
General Education Committee*	<u>NA</u>	Board of Regents**	<u>NA</u>
Teacher Education Committee*	<u>NA</u>	EFFECTIVE ACADEMIC TERM***	<u>Fall 2014</u>
Graduate Council*	<u>NA</u>		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar’s Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: Institute new course HLS 380 Border & Immigration Control.

A. 2. Proposed Effective Academic Term: Fall 2014

A. 3. Effective date of suspended programs for currently enrolled students: NA

B. The justification for this action: HLS 380 is a new HLS elective. It prepares students in an important area of the Homeland Security mission where the student is interested in a career in Homeland Security agencies such as Customs & Border Protection, Immigration & Customs Enforcement or US Coast Guard. Course has been taught as a Special Topics course for 2 years and has received good enrollments. Course is normally taught online in an 8-week format.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None—new HLS 380 is taught primarily online by adjunct professors.

Operating Expenses Impact: None.

Equipment/Physical Facility Needs: None.

Library Resources: None.

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

HLS 380 Border & Immigration Control. (3) A. Examines political and operational factors influencing border and immigration control at the federal, state and local levels. Analyzes homeland security legislation, practices and presidential directives focusing on issues dealing with border and immigration control. Credit will not be awarded to students who have credit for HLS 435.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
HLS	380	Fall 2014	AS _____ HS _____ BT _____ JS X _____ ED _____ UP _____	LPRV (needs updated code)
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. <u>NA</u>	
3	Lecture <u>3</u>	Laboratory _____ Other _____	Cip Code (first two digits only) <u>43</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
		N	FR _____	JR _____
		N	SO _____	SR _____
		N		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	None
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit will not be awarded for both...; or formerly...)	
Course Prefix and No.	HLS 435 Border & Immigration Control
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				



College of Justice and Safety
School of
Safety, Security & Emergency Management

SYLLABUS FOR
HLS 380 Border & Immigration Control
3 Credits
Fall B 2014

Instructor:
Office:
Mailing Address:
Office Phone:
Email:
Class Period:
Office Hours:

COURSE DESCRIPTION:

Examines political and operational factors influencing border and immigration control at the federal, state and local levels. Analyzes homeland security legislation, practices and presidential directives focusing on issues dealing with border and immigration control.

There are no prerequisites for this course.

A major component of this course is the political and operational factors at the local, state and federal levels that influence border and immigration control. For conducting political and operational review in this course, students will use the critical and creative thinking framework supported by the ECU Quality Enhancement Program (QEP), which consists of the Elements of Thought/Reasoning and Intellectual Standards. This critical and creative thinking framework may be used for critiquing others written and oral presentations and analyses, as a heuristic (i.e., guide or checklist) for developing your own written and oral presentations, and as a format for problem-solving and decision-making.

EKU will develop informed, critical and creative thinkers who communicate effectively!

TEXT: There are three textbooks for the students to purchase.

Rudolph, Christopher (2006). *National Security and Immigration: Policy Development in the United States and Western Europe Since 1945*. Stanford, CA: Stanford University Press. ISBN 0-8047-5377-6

Malkin, Michelle (2002). *Invasion: How America Still Welcomes Terrorists, Criminals, and Other Foreign Menaces to Our Shores*. Washington D.C., U.S.: Regnery Publishing. ISBN 0-89526-146-4

Police Executive Research Forum (2008). *Critical Issues in Policing Series: Police Chiefs and Sheriff's Speak Out on Local Immigration Enforcement*. Washington D.C., U.S.: Motorola Foundation. ISBN 978-1-934485-05-7

Course required readings and videos include Internet materials identified in the **Weekly Lessons**. Students who are unable to access an assigned Internet site should notify the instructor as the web links are subject to change.

STUDENT LEARNING OBJECTIVES:

Through readings, videos, **Discussion Board** postings and writing assignments, students will be able to:

1. **Discuss** immigration and border control policy development.
2. **Demonstrate** knowledge, comprehension and application of current and past policies in the area of border and immigration control.
3. **Demonstrate** the ability to **analyze, synthesize and evaluate** the most significant and fundamental issues influencing and shaping border and immigration control policy.
4. **Demonstrate** knowledge and the ability to **analyze, to synthesize and evaluate** the various levels of federal, state and local structures for enforcing border and immigration control.
5. **Explain** challenges in interagency (federal, state and local) cooperation and enforcement of border and immigration control enforcement.
6. **Analyze and evaluate** the past and present policies, legal directives and political influences that have shaped the nation's border and immigration control policy.
7. **Discuss and assess** the challenges in developing a border and immigration control policy that maintains national security and protects civil liberties.
8. **Employ** advanced critical thinking skills in assessing course readings and in preparation of course assignments.
9. **Employ** written and oral communication skills in developing two research papers (8-10 pages each) on key border and immigration control issues.

Course Central Question: What are the best organizational structures, strategies and policies (federal, state and local) for border and immigration control?

Course Fundamental & Powerful Concepts: Border Control, Immigration Control, US National Security, Terrorism, Politics, US Homeland Security, Civil Liberties, Economy

COURSE OUTLINE:

Course weeks begin on Monday and end on Sunday, except for Week 8 ending on Friday.

Week	Topic	Assignments	Videos/Reading
Week 1	Getting Started History of Immigration and Border Control Development	Discussion Board Question, Weekly Writing Assignment	Handouts/Internet Material National Security and Immigration: Policy Development in the U.S. (Rudolph) Chapters 1, 2, 3
Week 2	Analysis of Pre and Post Sept. 11 th , 2001 Border and Immigration Control Policies and Practices	Discussion Board Question, Weekly Writing Assignment: Draft Paper 1	Handouts/Internet Material Invasion (Malkin) Chapters 1, 2, 3
Week 3	Continuation of Pre and Post Sept. 11 th , 2001 Border and Immigration Control Policies and Practices	Discussion Board Question, Weekly Writing Assignment: Revision Paper 1	Handouts/Internet Material Invasion (Malkin) Chapters 4, 5, 6
Week 4	Lessons learned as a result of gaps in the Border and Immigration Control Policies and Practices	Discussion Board Question, Weekly Writing Assignment: Final Paper 1	Handouts/Internet Material Invasion (Malkin) Chapter 7, 8, 9, 10 and Conclusion
Week 5	Immigration Basics: Federal, State and Local Impacts	Discussion Board Question, Weekly Writing Assignment: Draft Paper 2	Handouts/Internet Material Critical Issues in Policing: Police Chiefs and Sheriff's Speak Out on Immigration Enforcement (Pages 1-16)
Week 6	Current Policies and Practices of State and Local Law Enforcement Agencies	Discussion Board Question, Weekly Writing Assignment: Revision Paper 2	Handouts/Internet Material Critical Issues in Policing: Police Chiefs and Sheriff's

			Speak Out on Immigration Enforcement (Pages 17 – 26)
Week 7	Review the need for Comprehensive Border and Immigration Control Reform	Discussion Board Question, Weekly Writing Assignment: Final Paper 2	Handouts/Internet Material Critical Issues in Policing: Police Chiefs and Sheriff's Speak Out on Immigration Enforcement (Pages 27 – 35)
Week 8	Interagency Coordination Overall Policy Assessment Review	Discussion Board Question	Handouts/Internet Material

The instructor reserves the right to alter the above course schedule and the contents of the Weekly Lessons in order to accomplish the course objectives.

COURSE METHODOLOGY:

This course is 100% on-line with students expected to use ECU's Blackboard course management system for all coursework. This class will consist of weekly readings, Discussion Boards and writing assignments as detailed under the **Weekly Lessons**. Students are expected to complete all assigned readings and submit assignments on dates due.

This course is designed using an Active Learning Pedagogy that maximizes the interaction of the student with the course materials. The course includes components to improve student skills in the areas of in-depth reading, critical and creative thinking and writing across the disciplines (i.e., informal and formal writing assignments across a number of different genres). Upon completion of this course the student will have strengthened their research, analysis and writing skills Through mastery of the learning components in this course the student will also be better prepared for other graduate coursework and to engage in life-long learning.

Students must have an adequate working knowledge of Blackboard. The MS in SSEM Academic Orientation in Blackboard and Blackboard tutorials are available for learning to use Blackboard. If you encounter any computer or Blackboard related problems, please call the ECU IT Help Desk at 859-622-3000.

COURSE CORRESPONDENCE POLICY:

- Any email correspondence regarding the course must include the specific course ID (HLS 380) as the first letters of the subject line. The course ID (HLS 380) should be followed by a space and a distinctive subject (e.g., HLS 380 Discussion Board Question Week 1).
- You are required to use your ECU assigned email address. This will ensure that you receive all course information in a timely manner. The instructor is not authorized to respond to e-mails originated outside the ECU system.
- All course assignments must be submitted within Blackboard. Assignments submitted as email attachments will NOT be accepted unless specifically authorized by the instructor.
- All emails should be directed to your course instructor. He will respond to any questions or concerns, normally within 48 hours.
- All correspondence in e-mails, Virtual Office, Class Lounge and Discussion Boards shall be in a positive tone and of civil content. No cursing or demeaning of other students is allowed. It is fully acceptable to disagree with other students' correspondence, but it should be done in a constructive manner.

VIRTUAL OFFICE:

The **Virtual Office** discussion forum is used to post questions to the instructor about the course. Posting them here will allow others who might have similar questions to see the questions and responses. Your instructor/ will check the Virtual Office frequently to answer any questions that may have been posted. In many cases your classmates may be able to provide assistance. Nothing posted in the **Virtual Office** is graded.

CLASS LOUNGE:

The **Class Lounge** discussion forum is a place to get to know your classmates. Introduce yourself and find out about others who are taking this course. As is the case with the Virtual Office, nothing in this Discussion Board will be graded. The Class Lounge is analogous to the student center on campus: a place to socialize with other students. In Week 1 you will post a short biography (virtual introduction) to the Class Lounge.

WEEKLY LESSONS:

Each week of this course will have a detailed lesson plan detailed in **Weekly Lessons**. The lessons contain readings, videos and assignments to help students meet the course objectives.

ASSIGNMENT LOCATION IN BLACKBOARD:

All assignments that need to be completed and submitted during the course (i.e., readings, Discussion Board questions and weekly writing assignments) are posted in **Blackboard**. Once you have completed each task you will submit your work to the instructor through the Blackboard system.

WEEKLY READINGS ASSIGNMENTS:

Each **Weekly Lesson** assigns readings. The assigned readings provide the basic material you will need to answer the **Discussion Board** questions and weekly assignments. Additional outside research will normally be required to obtain a good grade on the **Discussion Board** or weekly Writing assignments.

Each assigned reading is identified by either a chapter, title, location (URL, Course Documents, etc.). Each assigned activity is designed to increase the student's knowledge base in the weekly topic. Reading levels are assigned based on the level of comprehension required by the student. Students will take notes on assigned readings using the Class Preparation Guide found in Course Documents. Submit your Class Preparation Guide notes as a file attachment with each week's **Discussion Board** assignments. These notes will be of assistance in completing course written assignments.

The levels of reading comprehension include:

1. **Read In-Depth**—the student should strive for a deep comprehension of assigned material through a close critical analysis of each work using the Critical Thinking Elements of Thought/Reasoning (see Class Preparation Guide in **Course Documents**).
2. **Read**—(for reading or video materials) the student should use rapid or “speed reading” techniques in order to comprehend the purpose/questions, major concepts and findings presented in the work.
3. **Review**—the student should quickly review the work and in one paragraph identify significant topics included in order to later refer back to the work at a later time if needed for an assignment.

INFORMAL WRITING ASSIGNMENTS:

The weekly **Discussion Board** question or tasking will consist of an informal writing assignment of 300 to 400 words minimum. The **Discussion Board** assignments require a number of different writing genres (i.e., types) as detailed in the weekly **Discussion Board** tasking. Informal writing genres include personal reflections, policy papers, legal briefings and scholarly analyses where the student will generate a thesis (recommended solution or decision) for a problem or issue and provide an argument to support the thesis. While informal in nature, these assignments will require use of assigned readings, outside research and critical and creative thinking to obtain the best grades. Documentation of sources in informal writings is optional. However, you still cannot commit plagiarism. You may identify sources in the Discussion Board postings simply by citing something similar to “Smith offers....” If you choose to use formal source documentation, it must be in compliance with American Psychological Association (APA) Publication Manual (6th edition) guidelines. **Discussion Board** postings are due by 10:00 PM on Wednesdays.

Students will post at least two **Discussion Board** responses to classmates' postings, or others' responses to your original posting, by 10:00 PM on Sunday (Friday of Week 8). Two responses to other students' postings should be a minimum of 100-150 words and be substantive in nature. Substantive postings are more than “*Good job!*” or “*I agree with you!*” Responses to classmates should include one or more of the following:

- Ask a probing question and provide a supporting context for your question.

- Offer and support a different point of view, including the supporting argument (information, logic, reasoning) for this different point of view.
- Validate your colleague’s posting with your own experience.
- Make a suggestion and provide a supporting argument for the suggestion.
- Expand on your colleague's posting by following the same point of view with additional information, logic or reasoning.

All **Discussion Board** postings and responses must be free of typographical, spelling and grammatical errors. No title page or abstract is required with any **Discussion Board** posting. A weekly **Discussion Board** grade considering both the quality of the original posting and responses will be assigned as follows:

Introduction and/or Thesis Statement	10 points*
Quality of Ideas, Use of Evidence and Clarity of Argument	10 points*
Writing skills; Proper Organization; Grammar; spelling, etc.	10 points*
Quality of Class Preparation Guide Development	10 points*
Quality of Two Required Discussion Board Responses	10 points*
Total	50 points

* Point Assignments: Based on length, compliance with assignment directions and quality of critical thinking demonstrated.

0-2 – Too short or superficial, no compliance, no critical thinking.

3-4 – Too short, little compliance, little critical thinking.

5-6 - Required length, somewhat compliant, weak critical thinking.

7-8 - Meets or exceeds required length, mostly compliant, basic critical thinking.

9-10 – Meets or exceeds required length, full compliance, high-quality critical thinking

FORMAL WRITING AND ANALYSIS ASSIGNMENTS:

Students will complete two formal writing and analysis paper assignments (Paper 1: Week 2 Draft, Week 3 Revision, Week 4 Final; Paper 2: Week 5 draft, Week 6 Revision, Week 7 Final). Each assignment will result in a draft paper of 8-10 pages (double-spaced text/analysis) addressing a current Border and Immigration Control topic provided by the instructor.

The formal writing and analysis assignment should provide a balanced analysis of the question or policy issue assigned. The material for the assignment will come from a combination of the course readings and outside research.

The Writing and Analysis assignments are due by 10:00 PM on the Sunday of the week assigned. The papers must follow APA Publication Manual guidelines and be free of typographical, spelling and grammatical errors. **Use of critical and creative thinking skills are essential.** The assignment will consist of a title page, abstract, text/analysis (8-10 pages double-spaced), references list and appendixes (if needed). The 8-10 pages of text/analysis does not include the title page, abstract, reference list and appendixes. The weekly writing assignments will be graded using the **HLS Writing and Analysis Rubric in Course Documents**.

The formal writing assignments will be scored as follows:

Draft Paper	50 points
Revised Paper	50 points
Final Paper	100 points
Total	200 points

PROPER STYLE AND SOURCE DOCUMENTATION:

Use of proper style (grammar, spelling, punctuation, sentence & paragraph construction, etc.) and proper source documentation (using the APA Publication Manual) are essential to doing well in this course. The rubric used to evaluate written assignments in this course allot 20 percent of the total assignment score to compliance with proper style and source documentation. Source documentation is not required on informal (**Discussion Board**) assignments; however, when source documentation is used in these assignments it must follow proper APA procedures.

The instructor will **NOT** comment on every style and source documentation error in student written assignments. Students best learn from finding and correcting their own errors. The instructor will comment on a few common errors and the overall quality of a written assignment's style and source documentation compliance with appropriate references. The instructor will make recommendations on actions the student may take based on the level of their problems in these areas. Recommendations may include for students to:

1. Enroll in an undergraduate English Composition course.
2. Purchase a style manual and/or the APA Publication Manual and check all written work with these references.
3. Make an appointment for individualized tutoring either with the ECU Noel Studio for Academic Creativity (see <http://www.studio.ecu.edu/students>) or ECU Gurus (see below).
4. Request a second person proofread their written work before submission (strongly recommended for all students on all assignments).
5. Read the written work aloud, which is a good way to identify obvious problems.
6. Activate the full grammar and spelling checker capabilities on their word processor and correct mistakes found by the software.

ECU Gurus

The ECU GURUS are carefully selected upperclassmen that offer homework assistance in over 25 different subjects. Facebook message/Skype/phone in a request for immediate help or schedule an appointment with a GURU for your homework help needs. Once we receive the Skype/call request we will send you an Adobe Connect link for maximum homework help options.

Guru hours of operation are:

Monday-Thursday 9:00 a.m. – 10:00 p.m. and Friday's 9:00 a.m. until 4:30 p.m.

Connect with a Guru via: <http://it.ecu.edu/gurus>

Facebook: ECU Gurus

Twitter: EKUGURUS

Skype: eku_gurus, eku_gurusTC or eku_gurusSSB

Phone: (859) 622.2496

INTERACTION WITH INSTRUCTOR:

Students should expect to obtain assignment feedback from instructors and facilitators as follows:

1. For e-mails and Virtual Office postings, the student should expect a reply from the instructor within 24-48 hours.
2. Feedback on all Discussion Board and weekly Writing Assignment postings will be provided within 48-72 hours of the assignment due date/time. The instructors will not reply to every original Discussion Board posting or student response, but will participate in the topic discussion. Grades for Discussion Board activities will be posted in Grade Center with comments on assignment strengths, areas to improve the assignment and details on why points were subtracted. Grades for weekly Writing Assignments will be posted in Grade Center with comments on assignment strengths, areas to improve assignment and details on why points were subtracted.

COURSE GRADING REQUIREMENTS:

Assignment	Points	Course %
Blackboard Discussion Board: (8 @ 50 points each)	400	50
Research Papers: (2 @ 200 points each)	400	50
	Total: 800 points	

GRADING SCALE:

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

VIEWING YOUR GRADE IN BLACKBOARD:

You may view your current grades at any time under the **Tools** button on Blackboard in the **My Grades** Link. You will also be able to view comments on all grades posted by me or your facilitator in the **My Grades** section.

IMPORTANT DATES:

Course Begins:

Drop/Add Deadline:

Withdraw Period:

75 % Tuition Refund:

50% Tuition Refund:

25% Tuition Refund:

Course Ends:

LATE ASSIGNMENT POLICY:

Late assignments are discouraged. However, your instructor will work with you when there is a situation beyond your control that requires an assignment to be late. Notify the instructor whenever you will be late with an assignment. For late assignments not approved by the instructor, the assignment will lose 10% (one letter grade) of its maximum score for each full or partial week late. Assignments more than two weeks late will not be accepted.

ACADEMIC HONESTY POLICY:

Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.ecu.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

STUDENTS WITH DISABILITIES:

If you are registered with the Office of Services for Individuals with **Disabilities**, **please obtain your accommodation letters from the OSID and** present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@ecu.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.